



**IMPROVING STUDENTS' READING COMPREHENSION  
ON NARRATIVE TEXT USING ANIMATION VIDEO  
(A Classroom Action Research at Eleventh Grade Students of  
MA Nahdlatul Muslimin Kudus in Academic Year 2013/2014)**

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**ENGLISH EDUCATION DEPARTMENT  
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**SKRIPSI  
Presented to the University of Muria Kudus  
in Partial Fullfillment of the Requirements for Completing the Sarjana  
Program in English Education**

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2014**

## MOTTO

*“The future can be determined now, by learning, praying and discipline”*

*“Our parents are the greatest gift in a life”*

*“Man Jada Wa Jadda”*



## DEDICATION

*From the deepest of my heart, I dedicate this skripsi to:*

*My beloved parents (Mr. Budi Utomo and Mrs. Kunzaenah)*

*My soulmate “Kak Fahmi”*

*All of My beloved friend*

*All of my lecturers in UMKudus*



## ADVISOR'S APPROVAL

This is to certify that the Skripsi of Ferina Eka Tantiya (NIM 2010-32-073) has been approved by the thesis advisors for the further approval by the Examining Committee.

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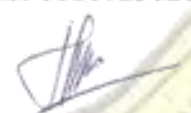
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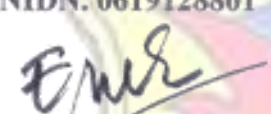
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I hoped that this skripsi useful for everyone.



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The writer

Rufaida Naurin  
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## ABSTRACT

Naurin. Rufaida. 2014. *Improving Students' Reading Comprehension on Narrative Text Taught by Using Animation Video (A Classroom Action Research at Eleventh Grade Students of MA Nahdlatul Muslimin Kudus in Academic year 2013/2014)*. Skripsi. English Education Departemen, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Nuraeningsih, S.Pd. M.Pd., (2) Farid Noor Romadlon, S.Pd. M.Pd

*Key words: Reading Comprehension, Narrative text, Animation Video*

Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. Teaching reading needs more attention since most of foreign language learners, especially English have poor reading comprehension skill and most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, etc. So, reading activity much more relied on the learning and teaching process. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading skill. Therefore, reading is very important to be taught to the students.

The objectives of this study were: 1) to find out if animation video can improve the students' reading comprehension on narrative text at eleventh grade students of MA Nahdlatul Muslimin Kudus in the academic year 2013/2014. 2) to get information about the responses of the students' reading comprehension on narrative text at eleventh grade students of MA Nahdlatul Muslimin Kudus in the academic year 2013/2014 using animation video.

This research uses classroom action research (CAR) design. It consisted of two cycles. Each cycle consisted of four steps, namely (1) planning, (2) acting, (3) observing, (4) reflecting. Cycle I was held on 4<sup>th</sup> and 11<sup>th</sup> May 2014. While cycle II was held on 18<sup>th</sup> and 24<sup>th</sup> May 2014. The subject of this research was the students of XI IPA 1 of MA Nahdlatul Muslimin Kudus in academic year 2013/2014. In collecting data, the writer used written test, observation sheet and questionnaire. The test was held on after the teaching reading narrative text by using animation video.

The result of this research shows that the use of animation video can improve the students' reading comprehension on narrative text at eleventh grade students of MA Nahdlatul Muslimin Kudus in academic year 2013/2014. The students' average score improves from 69 in pre-cycle becomes 75.8 in cycle I and 87.5 in cycle II.

From the result of observation sheet. It can be concluded that animation video was effective to teach narrative reading because of some reasons: 1) the students like to read English story, 2) the students were interested in the picture of the story in animation video, 3) the students could understand the story easily from the animation video pictures, 4) the students knew the meaning of the words in the story from the animation video pictures, 5) the students enjoyed the reading the story in animation video more than the story text.



## ABSTRAK

Naurin. Rufaida. 2014. *Peningkatan Pemahaman Membaca Pada Siswa Dalam Teks Naratif Menggunakan Video Animasi (Penelitian Tindakan Kelas Pada Kelas XI IPA 1 di MA Nahdlatul Muslimin Kudus Tahun Ajaran 2013/2014)*. Skripsi, Program Study Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (1) Nuraeningsih, S.Pd. M.Pd., (2) Farid Noor Romadlon, S.Pd. M.Pd.

Kata Kunci: Pemahaman Membaca, Teks Naratif, Video Animasi

Pemahaman membaca adalah sebuah usaha dalam memahami, mengevaluasi dan juga mengenal ide penulis dalam teks bacaan. Alasan mengajarkan aspek membaca karena hampir semua materi dari guru (dalam bahasa Inggris atau subjek lain) diberikan dalam bentuk tulisan. Contoh: handbook, handout dll. Itu menunjukkan untuk memahami materi, siswa harus mempunyai keahlian dalam melihat dan mendapatkan arti dari teks tersebut, dan itu disebut keahlian membaca.

Tujuan penelitian ini adalah: 1) untuk mengetahui peningkatan pemahaman membaca teks naratif pada siswa kelas XI IPA 1 di MA Nahdlatul Muslimin Kudus tahun ajaran 2013/2014. 2) untuk mengetahui respon dari siswa kelas XI IPA 1 di MA Nahdlatul Muslimin Kudus tahun ajaran 2013/2014 dalam pemahaman membaca teks naratif menggunakan video animasi.

Penelitian ini merupakan penelitian tindakan kelas. Yang terdiri dari dua siklus. Setiap siklus terdiri dari 4 taraf (1) perencanaan (2) tindakan (3) pengamatan (4) pencermatan. Siklus pertama dilaksanakan pada tanggal 4 dan 11 Mei 2014. Sementara siklus kedua dilaksanakan pada tanggal 18 dan 24 Mei 2014. Subjek dari penelitian ini adalah kelas XI IPA I MA Nahdlatul Muslimin Kudus. Dalam pengumpulan data, penulis menggunakan test tertulis, lembar observasi serta kuisioner. Test dilaksanakan setelah guru mengajar naratif menggunakan video animasi.

Hasil dari penelitian ini menunjukkan bahwa penggunaan video animasi dapat meningkatkan pemahaman membaca teks naratif pada siswa kelas XI IPA 1 MA Nahdlatul Muslimin Kudus tahun ajaran 2013/2014. Nilai rata-rata siswa meningkat dari 69 dalam pre-cycle meningkat menjadi 75.8 dalam siklus kedua dan meningkat drastis dalam siklus ke tiga yakni 87.5.

Sedangkan dari hasil lembar observasi, dapat dilihat bahwa video animasi efektif untuk mengajar membaca teks naratif karena beberapa alasan: 1) siswa suka membaca cerita, 2) siswa tertarik dengan gambar dari cerita video animasi, 3) siswa dapat lebih mudah memahami cerita dari video animasi, 4) siswa lebih mudah mengetahui maksud dari cerita naratif dari video animasi, 5) siswa lebih

menikmati membaca cerita menggunakan video animasi daripada membaca teks tulisan naratif.





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